

# Social Media-Extremism Ideas as an Intellectual Security Threat: A Case Study of Jordanian University Undergraduates

مظاهر التطرف المتداولة عبر وسائل التواصل الاجتماعي ودورها في تهديد الأمن الفكري:  
دراسة اجتماعية ميدانية على عينة من الشباب الجامعي الأردني

**Dr. Yousef D. Al-Khataibeh\***

Associate Professor of Sociology, Department of Social Sciences, Al-Balqa Applied University, Ajloun  
University College, Ajloun, Jordan

Date de Reçu le : 29/01/2019 date de Accepté le : 02/03/2019 Date de publication : 16/06/2019

\*\*\*

**Abstract** This study aimed at identifying the relationship between social media and extremism ideas and its role in threaten intellectual security from the perspectives of Jordanian university undergraduates in light of some specific variables such as gender, specialization, place of residence and family's monthly income. The study sample consisted of 135 male and female university students intentionally selected from The University of Jordan and Al-Balqa Applied University / Ajloun University College, depending on the survey questionnaire to achieve field data and information. The study revealed that there is an effective role of the social media in spreading of extremist discourses and ideas with different influences on Jordanian university students, which uses most of these modern media, such as Facebook, WhatsApp, Twitter, Youtube and Internet in variable rates. The study results also showed that the prevalent aspects of social media-extremism discourses that threaten the intellectual security were ranked as follows: Social extremism came first followed by religious, political extremism respectively. In addition, the study concluded that there were no statistically significant differences according to the variable of gender, specialization, place of residence and family's monthly income. Finally, the study recommended the necessity of treating this phenomenon from the base by dealing with the major extremism reasons, significantly acceleration in the political and economic reform movement, developing of the governmental controlled and legislative role and increasing of community awareness about the negative risks of these media.

**Keywords:** Social media, Extremism discourses, Intellectual security, Jordanian university undergraduates.

هدفت الدراسة إلى التعرف على مظاهر التطرف المتداولة والرأجة عبر وسائل التواصل الاجتماعي الحديثة بنظر الشباب الجامعي الأردني، إذ تلعب هذه الوسائل الحديثة دورا في تسهيل رواج الفكر المتطرف والمنحرف للمهدد للأمن الاجتماعي، وبيان علاقة ذلك

\* -y.katibh@bau.edu.jo

بعض المتغيرات كالجنس، ومكان الإقامة، والدخل الشهري للأسرة، ونوع الكلية، وأجريت الدراسة على عينة قصدية مكونة من (135) طالباً وطالبة من جامعتي الأردنية وجامعة البلقاء التطبيقية، وذلك بالاعتماد على أداة الاستبانة لتوصل إلى البيانات والمعلومات الميدانية.

وتوصلت الدراسة إلى وجود دور فاعل لوسائل التواصل الاجتماعي في نشر خطابات وأفكار متطرفة وذات تأثيرات متباينة على الشباب الجامعي الأردني، الذي يستخدم معظم تلك الوسائل الحديثة وأكثرها (الفيديو، والواتساب، والانترنت) وينسب متفاوتة، وكانت أبرز أنواع التطرف المهددة للأمن الفكري والمتداولة عبر شبكات التواصل الاجتماعي بالمرتبة الأولى: مظاهر التطرف الاجتماعي، ممثلة بمساهمة تلك الوسائل في نشر الفوضى والانفلات، والشائعات المغرضة، وتداول أفكاراً متطرفة منحرفة عن السياق الثقافي والقيمي للمجتمع، وإثارة مشاعر الكراهية والبغضاء والعنف بين الأفراد. وفي المرتبة الثانية التطرف الديني ممثل بتداول منشورات تعكس سوء فهم الدين ومقاصد الشريعة، ونقشي البدع والخرافات وظهور أفكار الجماعات المتطرفة والإسلام بريء منها. وفي المرتبة الثالثة كانت مظاهر التطرف السياسي، تتمحور حول كشف زيف السياسيين وأعمالهم وفضح ملفات الفساد، فيما وسعت تلك الوسائل دوائر الفتنة والعداء بين الشعب والحكومات بعد كشفها النقاب عن السياسات المخالفة والمظلمة لروح العدالة والمساواة، ومجموع تلك الظروف تساهم في ولادة ونمو وشيوع التطرف المهدد للأمن الفكري والمجتمعي بكافة أنواعه عند الأفراد. ولا توجد فروق دالة إحصائية تعزى لمتغيرات الجنس، ومكان الإقامة، والدخل الشهري للأسرة، ونوع الكلية. وأوصت الدراسة بضرورة معالجة الظاهرة من الجذور بمعالجة أسباب التطرف الرئيسية والتسريع بالإصلاح السياسي والاقتصادي الحقيقي، وتطوير الدور الحكومي الرقابي والتشريعي لتلك الوسائل والمواقع وتطوير دور مؤسسات التنشئة المسنولة عن تأطير الوعي المجتمعي بمخاطر هذه الوسائل. الكلمات الدالة: التطرف، الأمن الاجتماعي، وسائل التواصل الاجتماعي، الشباب الجامعي، المظاهر.

## 1. Introduction

Today, social media is considered an important part of university student's life. It plays a vital role in transforming his life style. A major category of social media activity is social networking websites, such as: Facebook, WhatsApp, Twitter, Youtube and Internet. People hold opinions about an almost countless number of social, religious, politics topics. Most people will have an opinion on the matter. These opinions can be shaped by individual reflection, but are in many cases greatly influenced by social context (Mastrodicasa & Metellus, 2013).

In light of changes taking place in contemporary life; there has been a clear change in the individual's life and their behaviors and thinking styles, especially undergraduate students and they face a lot of events and situations that require conscious and logical thinking to overcome a lot of threats created by social media.

Despite of the widespread use of social media by Jordanian university students, but there is a lack of studies concerning the impact of social media use on student thinking. These technologies have attracted the interest of students and lead them towards different types of extremism which plays a significant role in threaten the intellectual security among students in particular and society in general. In this study, the researcher sheds light on the relationship between social media-extremism ideas and its role in threaten intellectual security among Jordanian university students.

### **1.1. Study Problem**

The study problem is determined in exploring the relationship between social media-extremism ideas and its role in threaten intellectual security from the perspectives of Jordanian university undergraduates, especially after this unprecedented spread of the social media. Also, the study attempts to investigate the relationship between these ideas and some variables such as: Gender, place of residence, family's monthly income and specialization.

Moreover, theoretical literature indicates the lack of studies in Jordanian society that attempt to investigate the relationship between extremism ideas and social media. This is exactly what justifies the author to carry out this study. This is done as an attempt to investigate the relationship between extremism ideas and social media, such as Facebook, WhatsApp, Twitter, Youtube and Internet with regard to Jordanian youth in general and Jordanian university undergraduate in particular as clearly shown in this study.

### **1.2. Study Questions**

The study seeks to illustrate the following questions:

- 1-What are the most popular types of social media and their uses among Jordanian university students?
- 2-To what extent can social media contribute in spreading extremism ideas in society?

3-What are the prevalent aspects of social media-extremism discourses from the perspectives of Jordanian university students?

4-Are there any significant differences at ( $\alpha \leq 0.05$ ) among the response of Jordanian university undergraduates due to the variables of gender, specialization, place of residence and family's monthly income?

### **1.3. Limitations**

This study is limited to a sample of 135 male and female students currently enrolled at The University of Jordan and Al-Balqa Applied University / Ajloun University College at various types of specialization and educational levels. The study was conducted during the second semester of the academic year 2016-2017. The study dealt with the prevalent aspects of social media-extremism discourses such as Facebook, WhatsApp, Twitter, Youtube and Internet in Jordanian society.

### **1.4. Significance**

The importance of the study stems from the fact that it relates to a significant component of society namely university students. Where this study contributes to the identification of the role of social media and how they relate in threaten the intellectual security among Jordanian university students in light of gender, specialization, place of residence and family's monthly income variables considering the following:

1-The necessity for clarifying the aspects of electronic extremism and attempting to develop relevant recommendations for preventing its risks, which is being an important and fertile topic for social research.

2-The importance of studying youth groups in particular in light of the crises of the contemporary society and its social, political, economic and dogmatic reflections.

3-Continual increase the role of social media in spreading extremism in its various forms.

4-The necessity for increasing student's awareness about the social media risks and its negative effects on the individual, society and country.

### **1.5. Definitions**

Boyd and Ellison (2007) define social network sites as:

Web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system (p.211).

Also, Greenhow, et al. (2009) defined it as:

a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing. These technologies have attracted the interest of higher education faculty members looking for ways to engage and motivate their students to be more active learners (p.2).

Moreover it is defined as: "the many relatively inexpensive and widely accessible electronic tools that facilitate anyone to publish and access information, collaborate on a common effort, or build relationship" (Yadav, 2016, p.52).

Operative Definition: The most modern methods of social communication such as Facebook, WhatsApp, Twitter, Youtube and Internet through which the interactive digital communication processes send and receive information between individuals.

USAID defines extremism as "advocating, engaging in, preparing, or otherwise supporting ideologically motivated or justified violence to further social, economic or political objectives" (Glazzard, & Zeuthen, 2014, p.1).

According to Al-Juhni (2005) Intellectual Security (IS) represents "commitment, moderation, and the sense of belonging to the nation's culture and values. In other words, it is protecting human mind and the thought" (p.176).

### **2. Purpose**

This study aimed at:

1- Investigating the roles of social media and their uses among Jordanian university undergraduates.

2- Identifying the attitudes of Jordanian university undergraduates towards prevalent aspects of social media-extremism ideas which threaten the intellectual security.

3- Exploring the individual's perspectives about prevalent aspects of social media-extremism ideas which threaten the intellectual security in light of some specific variables such as: Gender, specialization, place of residence, family's monthly income.

### **3. Literature Review**

Lately, widespread of social media such as Facebook, WhatsApp, Twitter, Youtube and Internet have produced a number of very dangerous negatives in our Arab societies in general and in Jordanian society in particular. It has contributed to the growth of extremism ideas after extremist groups have been able to take advantage of the developments of these networks to promote their ideas intentionally or unintentionally making them more widespread among members of society (Al-Khataibeh, et al., 2014).

However, the interpretation of functional theory for extremism related to anomie within the social system represented by: Loss of the individual integration into the groups, weakness of the rules regulating the individual behaviours, disintegration of moral system in society and decline of the role of socialization process and institutions to meet the needs of individuals and groups.

It is necessary to mention the great importance of the intellectual security and its strong relationship with the social media. It plays a significant role in achieving security and stability for communities, this through addressing and defending against intellectual deviations. Intellectual Security is not considered a newborn issue but it was discussed among the old ages and times (Nazmi, 2009).

Moreover, social media had played a big role during the past few years in the rapid spread of extremist news and ideas reaching to create a new social reality have implications for political, social and cultural entities together.

A number of previous studies dealing with the importance of social media and its relationship with the intellectual extremism among university students, such Al-Shahri (2011) conducted a study to investigate the relationship between social networks and characteristics of electronic extremism. The study showed that the internet is the most widely used and prevalent means in Saudi society. The study concluded that extremists exploit these methods to spread their thinking depending on artistic and aesthetic arts attractive to the feelings and emotions of youth.

In a study conducted by Alharbi (2011) to identify Saudi youth attitudes towards the phenomenon of Intellectual extremism and clarifying the sociological, religious, political and economic cause related to some variables in a sample consisted of (442) students from the university of Al-Qassim chosen randomly. The study found that Saudi youth attitudes towards the Intellectual extremism is positive that most of them realized its reliability and refused its aspects in particular the religious and social extremism. Also, the results did not show differences due to the variables of college kind, place of resident, family's income, its number and the total average.

In another study conducted on Palestinian college students, the results revealed that 52% of college students use social media for up to two hours a day. The most important negative uses return to feeding political crises, creating opportunities for polarization by others, increasing congestion and deepening differences by 78% (Al-Masri, 2011).

Also, Al-Khataibeh et al. (2014) conducted a study aimed to identity the factors behind intellectual extremism and its manifestations from the perspectives of Jordanian university youth. The results of the study revealed that youth in Jordanian universities reject intellectual extremism despite of the presence of some of its manifestations. Intellectual

extremism could mostly be ascribed to social factors, followed by the religious, political, academic and economic factors. The study recommended that for effective dealing with intellectual extremism, all of the above-mentioned social factors should be equally addressed.

In a study, Al-Sudairy (2014) aimed to identify the use of social networks in raising security awareness against the risk of rumors. The study sample consisted of (129) employees in public relations departments in Saudi society. The study results revealed that the facts that indicate the employment of social media in the security awareness against the risk of rumors were very high, such as raising the awareness level of the Saudi society members about the internal and external challenges, and respond to rumors that describe the Saudis terrorism and extremism and the closure of suspicious websites. Some of the obstacles to the use of social media in the security awareness, knowledge of the users of any exciting news and easily influenced by rumors.

Moreover, Al-(Mu'aither, 2015) study that aimed to investigate the impact of social media on intellectual security which was conducted on a sample of (297) female students. The study found that there are great educational effects by these methods on the intellectual security of female students.

Siddiqui & Singh (2016) conducted a study aimed to discuss the aspects of social media with its positive and negative effect, focusing on business, education, society and youth fields. The study revealed that social media has a positive impact on society represented by helping people to make new friends, share content, pictures, audios, videos amongst them, thus changing the life style of a society. From the other hand, the study also revealed that social media has a negative impact on youth represented by wasting lots of time on social sites like chatting which also effects their health and Some useless blogs influence youth extremely that they become violent and can take some inappropriate actions.



Al-Smadi (2016) conducted a study aimed at exploring the effect of social networking sites in causing intellectual deviation for the students of Qassim University. The study sample consisted of (730) male and female students in Qassim University. The results revealed that there is a statistical difference at ( $\alpha=0.05$ ) due to the effect of gender. Also, there is a variance in means and standard deviations of the sample responses due to the variance between variables of gender and period of use.

Based on the studies reviewed above, it is noticed that studies that dealt with the social media-extremism in Jordanian society, it becomes obvious that these studies are for the most part limited to surveying this topic in a shallow manner or in association with other issues. Finally, we note that extremism is the main intellectual threat that accompanies social media.

#### **4. Methodology**

The study used a social survey approach. It attempted to identify the relationship between social media and extremism discourses and its role in threat intellectual security from the perspectives of Jordanian university undergraduates, and whether the relationship varies depending on the student's gender, specialization, place of residence and family's monthly income.

##### **4.1. Study Population**

Population of the study consisted of all undergraduate male and female students at The University of Jordan and Al-Balqa Applied University / Ajloun University College in Jordan who attended school during the second semester of the academic year 2016 / 2017. The number of the study population has reached (4400) students.

##### **4.2. Study Sample**

Sample of the study consisted of (135) male and female students at The University of Jordan and Al-Balqa Applied University / Ajloun University College in Jordan and they have been chosen intentionally at various types of specialization and educational levels. The

distribution of the sample depends on the gender, specialization, place of residence and family's monthly income variables.

#### **4.3. Study Instruments**

A specific questionnaire was designed and used for the data collection process as a primary study instrument. The researcher designed it taking into consideration several items related to various aspects of the research topic including social, religious and political extremism ideas that prevalent electronically. The questionnaire included two types of questions: Open and closed questions.

To verify the validity of the study instrument, the researcher first calculated the correlations coefficient and t-test results using Cronbach's Alpha as shown in Table 1 below where the score was 0.93, which is rated high considering these percentages are suitable for the purposes of this study.

Table 1: *Cronbach's Alpha Correlations Coefficient*

Variable	Correlations Coefficient
Social extremism ideas prevalent electronically	0.87
Religious extremism ideas prevalent electronically	0.89
Political extremism ideas prevalent electronically	0.86
<b>Total Score</b>	<b>0.93</b>

#### **4.4. Statistical Analysis**

To analyze the data, the Statistical Package for Social Sciences (SPSS) has been used. The study used a descriptive approach which included simple descriptive models such as the frequency distributions and percentages, mean and standard deviation for each dimension to analyze the characteristics of the study sample. Also, use the t-test method to test the relationship between variables that contain independent variables consisting of two levels only, such as gender, specialization, place of residence and f-test, to test the relationship between variables that contain three or more levels, such as family's monthly income to detect any differences between the attitudes of students towards the prevalent extremism

ideas through social media, which can be attributed to the variables studied in this research. The statistical significance level was set at ( $\alpha \leq 0.05$ ).

## 5. Results and Discussion

### 5.1. Informants

It is important to understand the characteristics and demographic make-up of the study sample, as this will affect the nature of the responses given as shown in Table 2 below.

Table 2: *Frequencies and Percentages According to the Study Variables*

Variable	Group	Frequency	Percent %
Gender	Male	64	47.4
	Female	71	52.6
Place of residence	City	84	62.2
	Village	51	37.8
Type of college	Humanities	71	52.6
	Scientific	64	47.4
Family's monthly income	Less or equal to 500 JD	52	38.5
	501-1000 JD	51	37.8
	1001 JD and more	32	23.7
Number of family members	3 or less	5	3.7
	4-6	50	37.0
	7-9	62	45.9
	10 and more	18	13.3
Cumulative average	Acceptable	20	14.8
	Good	53	39.3
	Very good	40	29.6
	Excellent	22	16.3
<b>Total</b>		<b>135</b>	<b>100.0</b>

Table 2 indicates that the distribution of the study sample according to the gender variable was in favor of "females" by 52.6% and according to the type of college variable was in favor of the "humanities colleges" in the same rate. While the majority of them, who

live in “cities” by 21%. As for the economic situation, the highest percentage was 38.5% for the group that belong to those with limited income of “less than or equal to 500 JD”. Moreover, data indicate that most students return to “large and medium-sized families” at cumulative averages between “good” and “very good”.

To answer the first question that is related to the most popular types of social media and their uses among Jordanian university students, the following table shows the period of use by students.

Table 3: *Frequencies and Percentages According to the Period of Use*

Group	Frequency	Percent %
2 hrs or less	24	17.8
3-4 hrs	39	28.9
5-6 hrs	35	25.9
7 hrs and more	37	27.4
<b>Total</b>	135	100.0

The data in Table 3 indicate that the highest group of participants using social media was “3-4 hours” a day by 28.9%, while the lowest group of them was “two hours or less” a day by 17.8%.

Table 4: *Percentages and Scores the Use of Social Media by Study Sample*

Type	Not used		Low level		Medium level		High level	
	F	%	F	%	F	%	F	%
Twitter	101	74.8	15	11.1	10	7.4	9	6.7
Facebook	8	5.9	7	5.2	31	23.0	89	65.9
WhatsApp	6	4.4	14	10.4	34	25.2	81	60.0
Mobile Phone	3	2.2	6	4.4	31	23.0	95	70.4
Youtube	5	3.7	27	20.0	38	28.1	65	48.1
Chat	106	78.5	15	11.1	6	4.4	8	5.9
Instagram	36	26.7	15	11.1	38	28.1	46	34.1
Others	65	48.1	20	14.8	23	17.0	27	20.0

Table 4 shows that 65.9% of participants use the “Facebook” more than the other social media.

Regarding the objectives of using social media by study sample, the following table shows:

Table 5: *Objectives of Using Social Media by Study Sample*

Objective	Frequency	Percent %
Entertainment	87	64.4
Access to educational and academic information	70	51.9
Making new friends	14	10.4
Leisure time	54	40.0
Communicate with friends and acquaintances	52	38.5
Follow up news and political events	28	20.7
Love dialogue and chat with others	17	12.6
Others	5	3.7

Table 5 shows that the majority of participants use social media for “entertainment” by 64.4%, while the lowest rates were used to “make new friends” by 10.4%.

To answer the second question that is related to the contribution range of social media such as Facebook, WhatsApp, Twitter, Youtube and Internet in spreading extremism ideas in society, the following table shows the most important types of social media according to extremism ideas:

Table 6: *Social Media-Extremism Discourses in Jordanian Society*

Class	Frequency	Percent %
Facebook	118	87.4
Google	5	3.7
Twitter	3	2.2
Mobile Phone	1	.7
Youtube	4	3.0
Not used	4	3.0
<b>Total</b>	<b>135</b>	<b>100.0</b>

Table 6 shows that 87.4% of the participants indicated that “Facebook” is the most widely social media which contains discourses and ideas of extremism in Jordanian society, while 2.2% of the participants indicated that “Twitter” is the least social media which contains discourses and ideas of extremism in Jordanian society.

Table 7: *Significant Levels of Social Media-Extremism Ideas Spreading in Jordanian Society*

Group	Frequency	Percent %
Very high degree	47	34.8
High degree	42	31.1
Medium degree	37	27.4
It had no effect	2	1.5
I do not know	7	5.2
<b>Total</b>	<b>135</b>	<b>100.0</b>

Table 7 shows that the highest group of participants rated the role of social media to a “very high degree” in the spread of extremism in Jordanian society which was 34.8%, while 1.5% of the participants rated the role of social media to “it had no effect” in the spread of extremism in Jordanian society which was the lowest group.

To answer the third question that is related to the prevalent aspects of social media-extremism discourses from the perspectives of Jordanian university students, the following table shows:

Table 8: *Means and Standard Deviations for Prevalent Aspects of Social Media-Extremism Discourses*

Variable	Mean	SD
Contents of social extremism prevalent electronically	3.74	.650
Contents of religious extremism prevalent electronically	3.72	.666
Contents of political extremism prevalent electronically	3.49	.745
<b>Total Score</b>	<b>3.67</b>	<b>.587</b>

Table 8 shows that means ranged between (3.49-3.74). The contents of social extremism were electronically ranked first with the highest average score of (3.74). This indicates that this is the most popular type of social media-extremism in Jordanian society.

The contents of religious extremism came second with an average of 3.72, followed by the contents of political extremism with an average of 3.79 and 3.67 for the total average.

To answer the forth question that is related to the significant differences at ( $\alpha \leq 0.05$ ) among the response of Jordanian university undergraduates due to the variables of gender, specialization, place of residence and family's monthly income.

The researcher first calculated the means and standard deviations in light of these variables and t-test was used as shown in Table 9 below:

Table 9: *One-Way ANOVA for the Contents of Extremism in All Fields Prevalent Electronically in Light of the Gender Variable*

Content	Gender	No.	Mean	SD	t-Value	Degree of Freedom	Sig.
Social	Male	64	3.77	.744	.471	133	.638
	Female	71	3.72	.555			
Religious	Male	64	3.69	.733	-.599	133	.551
	Female	71	3.76	.602			
Political	Male	64	3.50	.771	.130	133	.897
	Female	71	3.49	.727			
Total	Male	64	3.67	.655	-.001	133	.999
	Female	71	3.67	.523			

Table 9 shows that there are no statistically significant differences ( $\alpha=0.05$ ) in all fields which can be due to the impact of gender ( $t= -.001$ ), statistical significance=(0.999). In addition, results revealed that there were no statistically significant differences ( $\alpha=0.05$ ) in the contents of social, religious and political extremism prevalent electronically which can be due to the impact of gender.

Table 10: Means and Standard Deviations for the Contents of Extremism According to the College Type

Content	Type of College	No.	Mean	SD	t-Value	Degree of Freedom	Sig.
Social	Humanities	71	3.73	.602	-.225	133	.822
	Scientific	64	3.76	.703			
Religious	Humanities	71	3.73	.684	.102	133	.919
	Scientific	64	3.72	.651			
Political	Humanities	71	3.46	.700	-.643	133	.521
	Scientific	64	3.54	.796			
Total	Humanities	71	3.66	.556	-.259	133	.796
	Scientific	64	3.69	.623			

Table 10 shows that there are no statistically significant differences ( $\alpha=0.05$ ) in all fields which can be due to the impact of college type ( $t= -.259$ ), statistical significance= (0.796). In addition, results revealed that there were no statistically significant differences ( $\alpha= 0.05$ ) in the contents of social, religious and political extremism prevalent electronically which can be due to the impact of college type.

Table 11: Means and Standard Deviations for the Ideas of Extremism According to the Place of Residence

Content	Place of Residence	No.	Mean	SD	t-Value	Degree of Freedom	Sig.
Social	City	84	3.76	.694	.482	133	.630
	Village	51	3.71	.574			
Religious	City	84	3.78	.671	1.400	133	.164
	Village	51	3.62	.650			
Political	City	84	3.47	.779	-.394	133	.694
	Village	51	3.53	.693			
Total	City	84	3.70	.619	.653	133	.515
	Village	51	3.63	.532			



Table 11 shows that there are no statistically significant differences ( $\alpha= 0.05$ ) in all fields which can be due to the impact of place of residence ( $t=.653$ ), statistical significance  $= (0.515)$ . In addition, results revealed that there were no statistically significant differences ( $\alpha= 0.05$ ) in the contents of social, religious and political extremism prevalent electronically which can be due to the impact of place of residence.

Table 12: *Means and Standard Deviations for the Contents of Extremism According to the Family's Monthly Income*

Content	Group	No.	Mean	SD
Social	Less or equal to 500 JD	52	3.67	.737
	501-1000 JD	51	3.80	.602
	1001 JD and more	32	3.76	.576
	Total	135	3.74	.650
Religious	Less or equal to 500 JD	52	3.63	.788
	501-1000 JD	51	3.81	.590
	1001 JD and more	32	3.73	.552
	Total	135	3.72	.666
Political	Less or equal to 500 JD	52	3.43	.766
	501-1000 JD	51	3.66	.729
	1001 JD and more	32	3.35	.711
	Total	135	3.49	.745
Total	Less or equal to 500 JD	52	3.59	.683
	501-1000 JD	51	3.77	.517
	1001 JD and more	32	3.65	.514
	Total	135	3.67	.587

Table 12 shows an apparent divergence in means and standard deviations of the social, religious and political extremes due to the different categories of the family's monthly income variable. To illustrate the statistical significance differences between means, One-way ANOVA was used as shown in Table 13 below.

Table 13: *One-Way ANOVA Analysis of Variance for the Effect of Family's Monthly Income Variable*

Content	Source of variance	Sum of Squares	Degree of Freedom	Mean Squares	f-Value	Sig.
Social	Between Groups	.467	2	.233	.549	.579
	Within Groups	56.087	132	.425		
	Total	56.554	134			
Religious	Between Groups	.893	2	.447	1.008	.368
	Within Groups	58.504	132	.443		
	Total	59.398	134			
Political	Between Groups	2.255	2	1.128	2.061	.131
	Within Groups	72.207	132	.547		
	Total	74.462	134			
Total	Between Groups	.821	2	.410	1.195	.306
	Within Groups	45.333	132	.343		
	Total	46.154	134			

Table 13 shows that there are no statistically significant differences ( $\alpha=0.05$ ) in all fields which can be due to the impact of family's monthly income ( $f=1.195$ ), statistical significance= (0.306). In addition, results revealed that there were no statistically significant differences ( $\alpha=0.05$ ) in the contents of social, religious and political extremism prevalent electronically.

The study found that Facebook and WhatsApp are the most widely used among Jordanian university students which contains discourses and ideas of extremism and the most influential in their lives, taking at least five hours a day of their time in various areas and for entertainment and access to educational and academic information. This result agrees with Al-Smadi (2016) who pointed that Facebook is the most famous social networking site.

Also, the results of the study proved that the social media, especially Facebook, have an influential role in the threat of intellectual and social security through the large extent of the extremist contents and ideas were ranked as follows: Social extremism came first followed by religious, political extremism respectively. In addition, the study concluded that there were no statistically significant differences according to the variable of gender, specialization, place of residence and family's monthly income.

In addition, the results showed that the aspects of social extremism prevalent electronically that threaten intellectual security represented in spreading unfair ideas came first, followed by religious, political extremism respectively. This result agrees with Al-Sudairy (2014), Al-Khataibeh et al (2014) and disagrees with Alharbi (2011).

The results showed that the aspects of religious extremism prevalent electronically that threaten intellectual security represented in spreading issues reflect misunderstanding religion came in the second level. This result agrees with Al-Khataibeh et al (2014) and disagrees with Al-Shahri (2011), Al-(Mu'aither, 2015) which reached that spreading religious extremism came first.

Moreover, the results showed that the aspects of political extremism prevalent electronically that threaten intellectual security represented in spreading discourses that keying up of glamour between government and people came in the third level. This result agrees with Al-Khataibeh et al (2014) and disagrees with Al-Shahri (2011), Al-(Mu'aither, 2015) which reached that spreading religious extremism came first.

The results of the study pointed that the highest group of participants using social media was "3-4 hours" a day by 28.9%. This result agrees with Al-Smadi (2016) results and disagrees with Al-Masri (2011) who found that students use social media for up to two hours a day.

Another result showed that the lowest rates of participants use social media to "make new friends" by 10.4%. This result disagrees with Siddiqui & Singh (2016) study that indicates

the social media has a positive impact on society represented by helping people to make new friends.

Finally, the study concluded that the social media plays a significant role in the spreading of extremism discourses and ideas in Jordanian society among Jordanian university undergraduates. This is the threat of intellectual and societal security. The study results also revealed that there are no statistically significant differences due to any of the study variables.

## **6. Conclusions**

Based on the findings of the previously reviewed studies and similar studies in the field, the following findings may be summarized:

- Facebook and WhatsApp are the most widely used among Jordanian university students.
- Facebook have an influential role in the threat of intellectual and social security through the large extent of the extremist contents and ideas.
- The majority of Jordanian university students use social media for entertainment to a periods between 3-4 hours a day.
- There is a high impact for social media on the intellectual security of university students in particular and youth in general.
- Results revealed that there were no statistically significant differences ( $\alpha=0.05$ ) in the contents of social, religious and political extremism prevalent electronically.

## **7. Recommendations**

Based on the results and conclusions discussed above, the following recommendations may be reached:

1. The necessity of realizing families and institutions to the dangers of using social media on the intellectual security.

2. Contribution to raising university student's awareness about social media and its negative effects.
3. Activating the role of college professors in Jordanian universities to enhance students' intellectual security.
4. Intensifying cultural meetings and studies aimed at integrating university students and the necessity of participating in different society issues.
5. Further research dealing with the role of social media on intellectual extremism for university students and suggesting new methods to strengthen their intellectual security.

### References

- Boyd, d. & Ellison, N. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230. DOI:10.1111/j.1083-6101.2007.00393.x
- Glizzard, A. & Zeuthen, M. (2016). Violent Extremism. *GSDRC Professional Development Reading Pack*, 1(34), 1-5.
- Greenhow, C., Robelia, B., & Hughes, J. E. (2009). Learning, Teaching, and Scholarship in A Digital Age: Web 2.0 and Classroom Research: What Path Should We Take Now? *Educational researcher*, 38(4), 246-259. DOI:10.3102/0013189X09336671
- Alharbi, A. (2011). Saudi Youth Attitudes towards the Phenomenon of Intellectual Extremism. Master Thesis, *The University of Jordan*, Jordan.
- Al-Juhni, A., 2005. Research Centres and their Role in Defending Security Threats. *Arab Study Centre of Intellectual Security*, King Saud University, 175-194.
- Al-Khataibeh, Y., Salameh, M. & Al-Rawashdeh, A. (2014). Factors and Manifestations of Ideological Extremism as Seen by Youth in Jordanian Universities: An Empirical Sociological Study. *Journal of the Social Sciences*, 42(3), 9-45.
- Al-Masri, N. (2011). Uses of Palestinian University Students for Social Networking Sites and their Impact on other Social Media. In: *Soacial Media and Social Transformations in the Arab World*, Yarmouk University, Jordan.

- Mastrodicasa, J. & Metellus, P. (2013). The Impact of Social Media on College Students. *Journal of College and Character*, 14(1), 21-30. DOI:10.1515/jcc-2013-0004
- Al-Mu'aither, R. (2015). The Impact of Social Networks on the Intellectual Security among University Female Students. *Journal of Faculty of Education, Al-Azhar University*, 2(164), 12-25.
- Nazmi, R. (2009). Intellectual Vacuum and its Effects on Misuse of Modern Technology. The Conference of Terrorism between Intellectual Extremism and Extremist Ideology, *Naif Arab University For Security Sciences, KSA*.
- Al-Shahri, F. (2011). Intellectual Discourse on the Internet: An Analytical View for the Characteristics of the Electronic Extremism. *The Chair of Prince Naif Bin Abdul Aziz for Intellectual Security Studies*, King Saud University, pp: 1-72.
- Siddiqui, S., & Singh, T. (2016). Social Media its Impact with Positive and Negative Aspects. *International Journal of Computer Applications Technology and Research*, 5(2), 71-75.
- Al-Smadi, H. (2016). The Effect of Social Networking Sites in Causing Intellectual Deviation from Qassim University's students Perspective. *International Journal of Asian Social Science*, 6(11): 630-643. DOI: 10.18488/journal.1/2016.6.11/1.11.630.643
- Al-Sudairy, T. (2014). Employing Social Media in Security Awareness Against Rumor Danger. Doctoral Dissertation, *Naif Arab University for Security Sciences, KSA*.
- Yadav, B. (2016). The Role of Social Media Communication in the Branding of Educational Hubs. *IUP Journal of Soft Skills*, 10(4), 51-58.